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ABSTRACT

This paper explains the construction of a grading rubric that is designed to empower students with expectations of quality work. Teachers and students "negotiate" a mutually acceptable consensus. The contract process is based on the idea that when students feel they are valued participants in the assessment process, they become motivated to strive towards those criteria-based standards. The process can be used to set short-term goals for lessons that do not require formal assessment but for which quality work is expected. Samples of assessment sheets and student work samples are presented with criteria for evaluation. (EH)

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ED 415 139

Creating Rubrics Through Negotiable Contracting

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by

Andi Stix, Ed.D.

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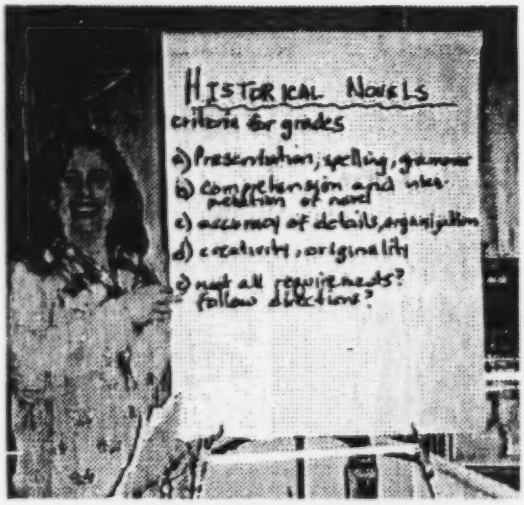
Empowering students

The success of negotiable contracting relies on giving students shared ownership of their own learning. Although the teacher is ultimately responsible for grading, her main function is to serve as a facilitator of discussion about the assessment process. In this way, students do not view the teacher as an all powerful judge of their work. Before the teacher discusses the expectations of up-coming assignments, she asks students what they think would constitute quality work for the particular task. Teacher and student meet at the "negotiating table" to reach a mutually acceptable consensus. When students feel like valued participants in the assessment process, they become motivated to strive towards those criteria-based standards.

The contract process can be used in the classroom for many purposes. It is ideal for setting short-term goals for lessons that do not require formal assessment, but for which teachers want to establish criteria for high quality work. For example, if students work together in groups on a research project, negotiable contracting helps define expectations such as cooperative roles, research materials, and graphing and charting formats.

As classroom teacher Roberta Horn explains, "Using a contract has enabled me to inform the children of all research project requirements and to guide the students through every step of their work. The contract makes clear to them what the expectations are and by what date each of those expectations are to be met."


HISTORICAL NOVELS
criteria for grades
a) Presentation, spelling, grammar
b) comprehension and interpretation of novel
c) accuracy of details, organization
d) creativity, originality
e) met all requirements? followed directions?

Martha Polin uses the contract to create an assessment sheet.

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How to Create Rubrics Through Negotiable Contracting

by Andi Stix, Ed.D.

1. Define the project

2. Brainstorm with your neighbor or cooperative group what a teacher would be looking for

3. Chart results as a whole group

4. Prioritize the top four or five items

5. For each item, what does it mean? List 2 to 3 subtopics

6. Create the labels or headings for the chart

7. Fill in the matrix or chart with information

Part II: Activity I:

1. In whole group, the students brainstorm the questions that they should answer. The following list is provided as a sample for the students to complete::

    a. *Name the explorer:*

    b. *What year(s) did the exploration(s) take place?*

    c. *What was discovered?*

    d. *Who financed their voyage or expedition?*

    e. *What was the reason for the voyage or exploration? (motivation)*

    f. *Describe the route they took.*

    g. *What are the coordinates of the place discovered?*

    h. *Was the voyage or expedition successful?*

    i. *Describe the story behind the voyage or expedition:*

    j. *Other notable comments:*

The Diary Activity:

1. After the students have finished conducting their research, the students should work on a rough draft for their creative writing piece. It would be fun if the students took the point of view as one of the explorers and wrote it up in a diary form, including sketches and pictures. Review the aspects of historical fiction, that it is based on fact. However, they can use their discretion as how they depict people's reactions and their emotions to any given situation. Please see a sample diary sheet located at the end of the unit. Hard covered blank books can be ordered ahead of schedule. A good reference for this is: *Bear Back Books: Treetop Publishing*. 414-884-0501. On the other hand, students may wish to create them on their own, using hand made paper or other resources. Other students may wish to create a video tape, a cassette, or use a computer presentation package such as HyperStudio or Astound.

2. Students and teachers should generate a list of standards that mark excellence. It is strongly recommended that this list be generated before the students embark on this task so that they know the level of expertise sought.
   Some suggestions are:
   - Does the writing capture the reader's interest?
   - In what ways does the diary reveal emotion?
   - How detailed is the writing?
   - Does the student highlight the essential points in his or her account?
   - Is the beginning and the ending of the piece strong?
   - Do the middle paragraphs support the introduction?
   - Does it flow properly and logically?
   - What pictures does the student choose, draw, or photocopy?
   - Any appropriate sketches or doodling?
   - Any leaves, branches, fake fur, or other materials incorporated?
   - Does the student decide to dress up and take some photographs depicting the time and place?
   - How dramatic is the performance or writing?
   - How original is the project? Is it so obviously personal?
   - Does the writing reflect hundreds of years ago?
   - Does the student incorporate some foreign language or regional sayings?
   - How artistic is the piece?
   - Is it long and laborious or does it show great variety?

3. If the teacher chooses to use an alternative way of assessing students, an alternative rating sheet or form can be chosen, reviewed or created at this point. Please refer to the back section if you choose to implement this procedure. However, the criteria generated in #2 should be used to choose the top three or four criteria for assessment.

4. It is recommended that students have a full session to go through the writing process with one another. In other words, in a cooperative group of four students, one student can proof read for spelling errors, another for punctuation, another for depth of detail, and another for proper paragraphs.

On the due date, students are given time to enjoy one another's projects.

1. It is important to discuss ahead of time the different things that would be interesting in discussing the diaries. Using the original list created before they wrote their diaries (Diary Activity #2), students begin to discuss and positively critique each other's finished products. Please refer to the back of this section for samples of peer assessment sheets.

2. Be sure to model this procedure for the students. Imagine sitting with a friend in a living room. You are up in the mountains and you are both sipping a glass of ice tea. The discussion should flow naturally as if you were chatting about the latest movie that you both saw and discussing why you liked it so, what parts were so outstanding and what parts needed a bit more clarification. But the dialogue should be casual and relaxed.

3. Have each pair of students exchange their diaries with another pair. It is suggested for each pair of students, who sit shoulder to shoulder, to read together. As one pair reads, the other pair reads as well. Then the students can discuss the two diaries as a group. They repeat the format with the other two diaries. The teacher and/or the students should utilize four or five of the most important criteria generated by the class for his or her own evaluation of each student's work.

4. The following pages provide assessment sheets, a sample rating system, peer assessment sheet, teacher assessment sheet and a whole class numerical rating form. Feel free to use whatever method is most suitable. It is recommended that the following sheets are used as guides for you to create your own with the students. If you decide to create your own, please select one of these forms together with the students ahead of time in order to help guide them.

Here is a sample of an assessment that could be used:

Diary of an Explorer	Novice	Apprentice	Veteran	Master
Captivates Reader	Does not interest reader. Unfocused, Not stimulating Pts. 1-2	Reader struggles to maintain interest. Barely engaging. Pts. 3-4	Reader is captivated with a strong focus, stimulated and drawn in to material. Pts. 5-6	Reader is excited to read the piece and does not want to put it down. Reader is highly motivated. Pts. 7-8
Reveals Emotion	Little to no emotion Pts. 1-3	Some emotion Pts. 4-6	Clear feeling of the intended emotion. Pts. 7-9	Gives great detail and feels strong emotion. Pts. 10-12
Detail and Depth	hardly any facts, brief Pt. 1-3	some facts general information Pts. 4-6	covers body of information with supporting detail Pts. 7-9	comprehensive thorough and gives many specifics Pts. 10-12
Essential Highlights	vague not focused Pts. 1-2	some points are mentioned, haphazard Pts 3-4	highlights important points Pts. 5-6	wonderful highlights, showcase the "crux" of the matter Pts. 7-8
Use of Props	little to no drawings or pictures incorporated Pts. 1-3	a few drawings pictures, props used that support writing Pts 4-6	adequate amount of drawings,props pictures that support writing Pts 7-9	detailed pictures props and drawings used that extend and support writing Pts 10-12

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Student's Name	Captivates Reader (1-8 Pts.)	Reveals Emotions (1-12 Pts)	Detail and Depth (1-12 Pts.)	Essential Highlights (1-8 Pts)	Use of Props (0-12 Pts)	Final Grade
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MAIN TOPIC:	CONTENT: Knowledge of Subject Matter: Notable Points	FAMILIARITY: In what ways did the student speak freely to prove that (s)he was familiar with the topic? Were they able to answer questions easily?	PRESENTATION: clarity, projection of voice, eye contact, voice inflection, professional behavior	MULTI-MODAL: In what ways did the visuals, drama, song, etc., reinforce the research
Sub-topic 1:				
Sub-topic 2:				
Sub-topic 3:				
Sub-topic 4:				

In what ways did the group divide/delegate the responsibilities so that each person contributed equally?
Did the presentations flow from one person to another and did the students connect their sub-topics to the main topic?

Name:_____ Date:_____ Teacher: Mr. Hrbek

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MAIN TOPIC: 1700s, Piedmont Settlement, Pennsylvania	CONTENT: Knowledge of Subject Matter: Notable Points	FAMILIARITY: In what ways did the student speak freely to prove that (s)he was familiar with the topic? Were they able to answer questions easily?	PRESENTATION: clarity, projection of voice, eye contact, voice inflection, professional behavior	MULTI-MODAL: In what ways did the visual drama, song, etc., reinforce the research
Sub-topic 1: Andrew, "Housing"	Described placement of houses; construction, materials, etc.	Handled material in an easy manner; was very comfortable giving presentation	Some material was read; projected his voice; class was attentive.	The site-plan showed the dwellings as described!
Sub-topic 2: Marisa, "Stockade"	Gave actual measurements; gave details of armaments.	Used the detailed site-plan to explain location of stockade	Portions were read, but was poised and presented her material in detail	The stockade was accurately rendered; nicely colored + detailed
Sub-topic 3: Natalie, "Sanitation, Wells"	Informed class about construction details of wells + "outhouses"	Her information was factual; queries were handled satisfactorily.	Report was read - but had on occasion "eye-contact" with Audience	Pointed out details on site-plan relevant to material.
Sub-topic 4: Danielle, "Daily Living"	Very thorough report on frontier living	Her report was supplemented by detailed work on the site-plan	Spoke well; and answered questions satisfactorily; very confident.	Used site-plan to emphasize farming, buildings, travel, etc.

In what ways did the group divide/delegate the responsibilities so that each person contributed equally?
Did the presentations flow from one person to another and did the students connect their sub-topics to the main topic?

All major topics, relevant to "Frontier Living," were covered!
All four individuals complemented each other.

Name: Andrew Kluger
Marisa Kaplan
Natalie Rivera
Danielle Santoro

Date: Jan. 24, 1996

Teacher: Mr. Herbek / 405

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Comparison Contrast Chart Pre/Post Civil War	Sectionalism 1800-1860s	Reconstruction The Gilded Age 1866-1890s
Blacks/Slaves	Slaves Free blacks often had menial labor	Blacks set free Menial Labor They had a continuous struggle for civil rights Segregation emerged
Businessmen	Family business Often Father-Son relationships Partners	Big business and corporations emerge
Women	Very few rights Domestic Began to seek rights: (Seneca Convention)	Elizabeth Blackwell opened the doors for women to enter colleges, some states gave them the right to vote, temperance movement (no drinking)
Factory Workers	Few rights, long hours, poor conditions, Seven day work week	Militant unionism emerges (Molly McGuires-miners, Noble Order of the Knights of Labor, AFL and CIO
Families of Large Plantation	Head of large plantation, major product: cotton, owned hundreds of slaves, leisure life, government service	Plantations are broken up, small farmers, share croppers (50%of goods) and tenant farmers (pure rent payers) take over land Men: entrepreneurial in diversified industry
Irish	Menial labor as they were the latest immigrants Built Eerie Canal	Emerged as a political power group, Boss Tweed runs NYC and places his own people in the police force, fire and sanitation departments
Native Americans	Nomadic Free spirits	End of their life style. Becomes a period of benign neglect as federal government forces them into reservations
Small Farmers	Nation of small farmers and land holders	Farming changes. People leave farming and go into industry. Small farms taken over by banks and businesses and become giant companies
Small Town Main St. Folk	Small towns with main street: general store, church, barber shops, public schools, and churches	Small cities and large cities emerge as they attract workers. People move to these areas

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Student's Name	Good Eye Contact (1-15 pts)	Strong Voice (1-15 pts)	Dynamic Presentation (1-15 pts)	Depth of Research (1-55 pts)	Final Grade
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Life in the Cities

Name: Melissa N Date: 1/26/96 Teacher: Ms. Horn

Presenter's Name	Subject	Most Important Information	Quality of Project	Presentation Skills
Shani Barbosa	ragtime Scott Jopoline	The first or earliest from Jazz	The way she made her visual	I like the way she began her prodject.
Jacklyn Hou	Henry Ford	Started working at the age of 12	she should have made at least two more drawings	needs to speak a little louder
Aura Angel	Eliah macoy	When he was young he liked to do experiments	Nice visuals. she was the only one who looked in the newspaper	get visual! she looked in the newspaper cool
Casey Connlly	Hay market riot	German people may have started the riot. Germans	I love her visual. very Cailorful. very unique	She was very specfic that's great.
Laura F.	The chicago fire of 1871	It killed three million people	very, nice, neat well drawn	she knew what she was talking about.

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Janine Bartko's class negotiated the following criteria and created their own headings and interpretations:

Poetry	Novice	Apprentice	Veteran	Master
Captivates Reader	Does not interest reader Unfocused, not stimulating (1-2 pts.)	Reader struggles to maintain interest Barely engaging (3-4 pts.)	Reader is captivated with a strong focus, stimulated and drawn in to material (5-6 pts.)	Reader is excited to read the piece and does not want to put it down Reader is highly motivated (7-8 pts.)
Portrayal of Imagery	Difficult to visualize image (1-3 pts.)	Some sense of image or image or idea (4-6 pts.)	Clear use of imagery to portray ideas (7-9 pts.)	Vivid, detailed images (10-12 pts.)
Use of Language	Imprecise or inappropriate choice of words (1-2 pts.)	Expresses thoughts marginally (3-4 pts.)	Appropriate choice of language (5-6 pts.)	Uses rich and imaginative language (7-8 pts.)
Reveals Emotion	Little to no emotion (1-3 pts.)	Some emotion (4-6 pts.)	Clear feeling of the intended emotion (7-9 pts.)	Gives great detail and feels strong emotion (10-12 pts.)

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407- Math - Work Standards

Mrs. Owens

CRITERIA	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
(A) Neatness	① Readable; legible ② No cross outs ③ Clean untorn paper	① Readable; legible ② 1-2 cross-outs ③ Clean untorn paper	① Bad handwriting but readable ② 3-4 cross-outs ③ Clean but torn paper	① Bad handwriting but readable ② About 5 cross-outs ③ Crumpled paper	① Can hardly be read ② More than 5 cross-outs ③ Crumpled paper
(B) Accuracy of computations	① Shows all the steps in solving the problem ② Organized presentation of steps ③ Labels facts ④ Explains clearly, if needed ⑤ Uses tables/charts/diagrams etc. if needed ⑥ All correct answers ⑦ Answers all questions correctly and completely	① Shows all the steps in problem solving ② 1 step out of order ③ Labels facts ④ Clear explanation ⑤ Uses tables/charts/diagrams, if needed ⑥ 1 incorrect answer ⑦ 1 question unanswered	① Misses 1 of the steps in problem solving ② 1 step out of order ③ Does not label 1-2 facts ④ Uses tables/charts/diagrams, if needed ⑤ 2 incorrect answers ⑥ 1 question unanswered	① Misses 2 steps in problem solving ② 2 steps out of order ③ Not very clear explanation ④ About 3 unlabeled facts ⑤ Messy table/chart/diagram ⑥ 2 incorrect answers ⑦ Answers just 1 question correctly	① Only shows solution not the 4 steps in problem solving ② Unclear explanation ③ Messy table/chart/diagram ④ Incorrect answers
(C) Effort	① Did everything that was asked ② Used math skills ③ Used prior knowledge even those from other subject areas ④ Handed work on time ⑤ Did research work, if needed	① Completed 3/4 of the task ② Used math skills ③ Made a link with prior knowledge ④ Handed work on time ⑤ Did some research work, if needed	① Completed 1/2 of the expected work ② Showed some math skills ③ Used some prior knowledge ④ Submitted work late but on the date it was due (not math time) ⑤ Some proof of research work, if needed.	① Completed 1/4 of the expected work ② Showed a little of his/her math skills ③ Use of a little prior knowledge ④ Submitted a day late ⑤ A little proof of research work, if needed.	① Completed less than 1/4 of the work ② No math skills shown ③ Very little use of prior knowledge, if any ④ Submitted 2 days late ⑤ Very little proof of research work, if needed.

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(Primary)

ASSESSMENT SHEET

Name: Lauren Racenstein **Topic:** Additive Inverse

Evaluator: Ms Owens **Date:** 2/5/96

A. Criteria:	N	A	P	D
1. Language is clear and easy to understand	1	2	(3)	4
2. Offers logical sequential evidence to support every major point	1	2	3	(4)
3. Manipulates diagrams appropriately	1	2	3	(4)
4. Coordinates diagrams, pictures, and words	1	2	3	(4)
5. Exhibits a level of understanding	1	2	3	(4)

B. Application:	Words	Pictures	Numbers
1. sets up problem	✓	✓	✓
2. groups	—	✓	✓
3. adds additive inverse	—	✓	✓
4. divides each group by 3	—	✓	✓
5. P can = 3 is the solution	✓	✓	✓
6.	—	—	—
7.	—	—	—

C. Comments:

Lauren, You solved the problem clearly and logically. I could easily follow your pictures and your coordinating numbers. Next time, please include more of your writing, which will reflect your thinking process.

D. Overall Rating:

Novice	Apprentice	Proficient	Distinguished
1	2	3	(4-)

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Ms. Bartko Wagner

TEACHER ASSESSMENT SHEET

Name: Robert Battistuzzi **Assignment:** Essay **Due Date:** 12/18/95

Criteria	Rating
1. Thesis is thoughtful, appropriate, insightful, and reflects true understanding and meaningful interpretation of the author/story.	0 1 2 3 4 (5)
2. Essay is carefully planned to follow the structure for a formal essay, thesis is clear, organized, logical and focused.	0 1 2 3 (4) 5
3. Student describes specific examples from the stories to support the thesis.	0 1 2 3 4 (5)
4. Student writes formally & maturely using transitions, appropriate vocabulary and vivid adjectives	0 1 2 3 4 (5)
5. Presentation is neat, free of errors including spelling, grammer and sentence structure etc.	0 1 2 3 4 (5)

Teacher comments and reflections:
Well organized - great examples!!
In what ways could PARAGRAPH breaks make your argument more clear?

Overall Grade: 96

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Ms. Bartko *Wagner*

ASSESSMENT SHEET

Name: ADAM HELLER **Assignment:** SURVIVAL ESSAY **Due Date:** _____

Criteria	Rating	
1. Student discusses the topic fully offering thoughtful, insightful, mature interpretations of the books.	student 0 1 2 3 4 (5)	teacher 0 1 2 3 (4) 5
2. Essay is carefully planned to follow the structure for a formal essay. Thesis is clear, logical and focusses on the topic.	student 0 1 2 3 4 (5)	teacher 0 1 2 3 4 (5)
3. Student describes specific, appropriate examples from the books to support and clarify students ideas and opinions.	student 0 1 2 3 4 (5)	teacher 0 1 2 3 4 (5)
4. Student writes clearly, simply and naturely and uses formal language, appropriate transitions, challenging vocabulary and vivid adjectives.	student 0 1 2 3 (4) 5	teacher 0 1 2 3 4 (5)
5. Student clearly demonstrates knowledge of the books and shows that s/he has read carefully and with understanding.	student 0 1 2 3 (4) 5	teacher 0 1 2 3 4 (5)

Student comments and reflections: I felt that this was a good essay topic, because it allowed me to express my true feelings about the books.

Teacher comments and reflections: Adam- Well argued, well organized, good examples too. Since you had only 35 minutes, your 2nd body paragraph is not as well developed as the first. Excellent job especially for our first Essay Exam.

Overall Grade: (96)

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Assessment Sheet

Name: _____ Topic: _____

Evaluator: _____ Date: _____

A. Criteria:

1. _____
2. _____
3. _____
4. _____
5. _____

B. Comments:

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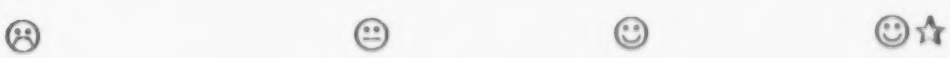
C. Overall Rating:



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Assessment Sheet

Name: _____ Topic: _____

Evaluator: _____ Date: _____

A. Criteria:

1. _____ N A V M
2. _____ N A V M
3. _____ N A V M
4. _____ N A V M
5. _____ N A V M

B. Comments:

_____

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_____

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_____

_____

_____

C. Overall Rating:

Novice	Apprentice	Veteran	Master
1	2	3	4